Manitoba Conference

# Multiculturalism in the School Curriculum

May 25/26, 1984

May 25, 1984

The lively character and unique cultural identity of Manitoba is in large part determined by its ethnic and linguistic diversity. These are values that should be supported and maintained.

Since a curriculum is made up of content and activities that build knowledge, attitudes, and understandings, it is important that the curriculum of the public school both reflect and support our considerable ethnic and linguistic diversity.

It is the intent of this conference, "Multiculturalism in the School Curriculum", to enhance our common purpose of maintaining and supporting our multicultural identity by describing curriculum process and content, identifying desirable multicultural objectives, and reaching an agreement regarding specific curriculum directions; in short, bringing us close together.

Maureen Hemphill

Maureen Hemphill

## MULTICULTURALISM IN THE CURRICULUM CONFERENCE PLANNING COMMITTEE

| | | |
|---|---|---|
| MAME<br>(Manitoba Association for Multicultural Education) | Gemma Dalayoan<br>31 Herman Avenue<br>Winnipeg, MB<br>R2R 1L8 | 632-5702 (home)<br>775-4404 (work) |
| MAME<br>(Manitoba Association for Multicultural Education) | Gene Lloyd<br>105 Crofton Bay<br>Winnipeg, MB<br>R2M 2E4 | 256-4716 (home)<br>772-9527 (work) |
| MAME<br>(Manitoba Association for Multicultural Education) | Bibiana Yee<br>201 Larchdale Crescent<br>Winnipeg, MB<br>R3G 0A3 | 339-0589 (home)<br>339-2209 |
| MAPAL<br>(Manitoba Association for the Promotion of Ancestral Languages) | Belaineh Deguefe<br>1044-167 Lombard Avenue<br>Winnipeg, MB<br>R3B 0V3 | 943-2222 (work) |
| MAPAL<br>(Manitoba Association for the Promotion of Ancestral Languages) | Baruch Rand<br>301-365 Hargrave Street<br>Winnipeg, MB<br>R3B 2K3 | 949-1482 (work) |
| MIC<br>(Manitoba Intercultural Council) | Michael Goeres<br>304-379 Broadway Avenue<br>Winnipeg, MB<br>R3C 3N4 | 944-4576 (work) |
| MIC<br>(Manitoba Intercultural Council) | Jamie-Lynn Magnusson<br>247-99 Dalhousie Drive<br>Winnipeg, MB<br>R3T 2M2 | 261-6692 (home) |
| MIC<br>(Manitoba Intercultural Council) | Art Miki<br>735 Ash Street<br>Winnipeg, MB<br>R3N 0R5 | 453-3360 (home)<br>222-4291 (work) |
| Department of Education | John Lohrenz<br>Abe Peters<br>Tony Tavares<br><br>411-1181 Portage Avenue<br>Winnipeg, MB<br>R3G 0T3 | 944-6873 (work)<br>944-6882 (work)<br>944-6879 (work) |

# Manitoba Conference On Multiculturalism In The Curriculum

Holiday Inn (Downtown)

Friday, May 25, 1984 — *MULTICULTURALISM: Educational Goals*

6:00 - 7:00 p.m. — REGISTRATION - Conference Materials Distributed

7:00 p.m. — **OFFICIAL OPENING**

Chairperson: Antonio Tavares, Chairperson Conference Planning Committee

Greetings: Hon. Maureen Hemphill Minister of Education

7:30 p.m. — **PANEL PRESENTATION**

*Why Multiculturaluralism: Educational Objectives for the School Curricula*

Panel Members -

Chairperson: John Dyck, Assistant Deputy Minister Department of Education

Panel: Maryse Birolini-Bryan Vice-President, Manitoba Association for the Promotion of Ancestral Languages (MAPAL) Vice-Principal, Churchill High School

Ed Buller, Director, Curriculum Dev. and Implementation, Department of Ed

Yude Henteleff, Canadian Human Rights Commissioner

Dr. Mike Kindrachuk, Superintendent Saskatoon School Division #13

Jack Smyth, Chief Superintendent Winnipeg School Division #1

Summary: Greg Mason, Director of Institute for Social & Economical Research, University of Manitoba

Each member of the panel will address the topic from his/her perspective. Special attention will be focused on what multiculturalism is and then how the philosophy of multiculturalism is translated into practical objectives for the school system. The audience will be given an opportunity to ask questions following the panel presentation.

8:30 p.m. — Question Period

9:15 p.m. — Panel Summary

9:30 p.m. — **CASH BAR RECEPTION**

**MULTICULTURAL ENTERTAINMENT**

-Magdaragat Phillipine Folk Arts
-India School of Dance, Music & Theatre
-Trigal (Latin American Music Ensemble)

Saturday, May 26, 1984 — MULTICULTURAL EDUCATION: An Integrated Approach

9:00 a.m. PLENARY Chairperson: Art Miki

9:15 a.m. WORKSHOPS

Discussion Groups

-Five concurrent 2 hour sessions will be held. A presenter will address each group assigned one of the five themes. Discussion will follow. The workshops will end with each group listing three recommendations focusing on priority items. These shall be presented to the Planning Committee and reviewed in the afternoon session.

Themes:

A. *Multicultural Materials for Classroom Use*

Presenters: Ralph Melnicer, Multicultural Consultant, Winnipeg S.D. #1

Gemma Dalayoan (teacher) Winnipeg School Division #1

Helena Rigatto (teacher) Winnipeg School Division #1

Denis Hlyrka, Associate Professor, Educational Technology, U of M

Chairpersons: Jean Irvine (teacher) Manitoba Association of Multicultural Education

Dante Buenaventura, Communications Branch, Department of Education

Dan Waldman, Manitoba Parents for Hebrew Education

The development of materials is viewed from a curriculum standpoint. Included is an overview of available teacher and commercial resources. The group will also look at the role of the community in the curriculum process.

B. *Textbooks in a Multicultural Society*

Presenters: Baruch Rand, Superintendent Jewish Board of Education

Jim Frey, Language Development Consultant, Native Education Branch, Department of Education

Tova Shimon, Director of Hebrew Curriculum, Jewish Educational Resource Centre, Montreal

Chairpersons: Kaval Chohan, Principal
Victoria-Albert School

Paul Koo (teacher)
Daniel McIntyre Collegiate

Belaineh Deguefe, Executive Director, Manitoba Association for the Promotion of Ancestral Languages (MAPAL)

This theme focuses on the protrayal of the multicultural society in textbooks. Studies suggest that textbooks do not properly reflect our multicultural society. Participants will be exposed to issues related to portrayal of ethnocultural groups in a positive manner.

C. *Heritage Language Teachers and Multicultural Education*

Presenters: Eliana Handford, Heritage Languages Consultant, Department of Education

Lolita Dandasan (teacher)
River East School Division #9
President, Filipino Teachers Assoc.

Mike Maendel, Teacher of German, Hutterian Schools

Chairpersons: Taras Paley
President, Manitoba Parents for Ukrainian Education

Mario Sosa, Community Education Development Association (CEDA)

Arno Jansen, Manitoba Parents for German Education

This group will focus on the development and integration of multicultural material within the heritage language curricula. Special emphasis is put on means of developing the material and objectives of such a program.

D. *Integrating Multiculturalism into the Curriculum*

Panel: John Lohrenz, Social Studies Consultant, Department of Education

Joanne Bevis, Language Arts Consultant, Department of Education

Abe Peters, Immigrant Education and ESL Consultant, Department of Education

Chairpersons: Bibiana Yee, Manitoba Association for Multicultural Education (MAME)

Dr. John Didyk, Program Supervisor, Correspondence Branch

Donna Green, Native Education Consultant, Winnipeg S. D. #1

The integration of multiculturalism into the full curriculum is the central concern. This group will focus on the various subject areas of the curriculula. The present situation will be reviewed and means of animating the multicultural component of each subject area studied.

E. *Cultural Maintenance within the Curriculum*

Presenters: Dr. Mike Kindrachuk, Superintendent Saskatoon School Division #13

Linda McDowell, Chairperson Social Studies Task Group, Senior Years

Gordon Earle, Ombudsman Province of Manitoba

Chairpersons: John Jack (teacher) President, St. Vincent Association

Mario Santos, Trustee Winnipeg School Division #1

O. T. Anderson (teacher - Daniel McIntyre) COME, Winnipeg School Division #1

One of the main objectives of a multicultural policy is to enhance cultural maintenance within a context of a Canadian identity. Ethnocultural groups are faced with many difficulties in ensuring cultural maintenance. Especially those that have a different "culture" and have English or French as the mother tongue. The group will focus on the ways and means of implementing culture into the curricula. The concept used in Toronto of Black culture classes similar to heritage language programs will be reviewed. An attempt will be made to develop a strategy suitable to Manitoba's particular needs.

11:45 a.m. - 1:15 p.m. **BUFFET LUNCH**

Saturday, May 26, 1984 — IMPLEMENTING MULTICULTURAL EDUCATION

1:30 p.m. — PLENARY Chairperson: Art Miki

1:45 p.m. — WORKSHOPS

Themes:

A. *The Role of the Teacher*

Presenters: Tova Shimon, Director of Hebrew Curriculum, Jewish Educational Resource Centre, Montreal

Gene Lloyd (teacher)
COME, Winnipeg School Division #1

Josie Audino (teacher)
Balmoral Hall

Chairpersons: Jean Irvine (teacher)
Manitoba Association for Multicultural Education (MAME)

Dante Buenaventura, Communications Branch, Department of Education

Dan Waldman, Manitoba Parents for Hebrew Education

This workshop will look at the knowledge and attitudes for effective functioning in a multicultural situation. Professional development seminars and special courses will be reviewed.

B. *School and Community as Partners*

Presenters: Myhajlow Ilyniak, Manitoba Parents for Ukrainian Education

Bob Wood, Executive Director, Community Education Development Association (CEDA)

Cleto Budhan
Daniel McIntyre Collegiate

Chairpersons: Kaval Chohan
Principal, Victoria-Albert School

Paul Koo (teacher)
Daniel McIntyre Collegiate

Belaineh Deguefe, Executive Director, Manitoba Association for the Promotion of Ancestral Languages (MAPAL)

This workshop will focus on the role of community groups in the educational process. Alternative models for community participation will be discussed. The role and utility of school-community liaison personnel will be discussed.

C. *Enhancing the Multicultural Climate of the School as a Whole*

Presenters: Ethel Arnott, Principal
Daniel McIntyre Collegiate

Art Miki, Principal
Harold Hatcher School

Antonio Tavares, Multicultural Education Consultant, Department of Education

Chairpersons: Taras Paley, President
Manitoba Parents for Ukrainian Education

Mario Sosa, Community Education Development Association (CEDA)

Arno Jansen, Manitoba Parents for German Education

This workshop looks at the animation of the whole school. What needs to be done to enhance multiculturalism.

D. *Multicultural Resources: Governments, School and Community*

Panel: Nadya Bailey, Multicultural Programs, Department of Culture, Heritage and Recreation

Doug Evans, Assistant Regional Director, Secretary of State

Peter Goertzen, Manitoba Ethnocultural Museums Committee

Ralph Melnicer, Multicultural Consultant, Winnipeg S. D. #1

John Tooth, Chief Librarian, Department of Education

Chairpersons: Bibiana Yee, Manitoba Association for Multicultural Education (MAME)

Dr. John Didyk, Program Supervisor Correspondence Branch, Department of Education

Donna Green, Native Education Consultant, Winnipeg S. D. #1

The use and development of multicultural resources is of vital importance. This workshop focuses on the financial, human and material resources for implementing multiculturalism. An attempt shall be made to discover cooperative programs to maximize resources.

E. *Implementing Multicultural Education in the School*

Panel: (1) Alan Janzen, Assistant Director, Curriculum Dev. & Implementation, Department of Education

Linda McIntosh, Chairperson
St. James-Assiniboine S. D. #2

Jean Suszko, Assistant Superintendent, Seine River S. D. #14

Joe Degen, Principal
Princess Margaret School

Angeline Ramkissoon (teacher)
Victoria-Albert School

(2) Ed Buller, Director,
Curriculum Dev. & Implementation,
Department of Education

Peter Graham, Trustee
River East School Division #9

John Wiens, Superintendent
Seven Oaks School Division #10

Jim Patterson, Principal
John M. King School

Mary Fabris (teacher)
Daniel McIntyre Collegiate

(3) Grace Parasuik, Assistant Director
Curriculum Dev. & Implementation
Department of Education

Vince Bueti, Trustee
Winnipeg School Division #1

Dr. Mike Kindrachuk, Superintendent
Saskatoon School Division #13

Maryse Birolini-Bryan
Vice-Principal, Churchill High

James Tuoh (teacher)
R. B. Russell Vocational School

The implementation process is complex. This workshop looks at the various roles of the players in the system focussing on jurisdictional limitations. How can the implementation process be improved?

Chairpersons: John Jack (teacher)
President, St. Vincent Association

Mario Santos, Trustee
Winnipeg School Division #1

O. T. Anderson
(Teacher, Daniel McIntyre Coll.)
COME, Winnipeg School Division #1

3:30 p.m. PLENARY

- Recommendations reviewed
- Formation of the Conference Report Committee

4:00 p.m. CLOSING ADDRESS

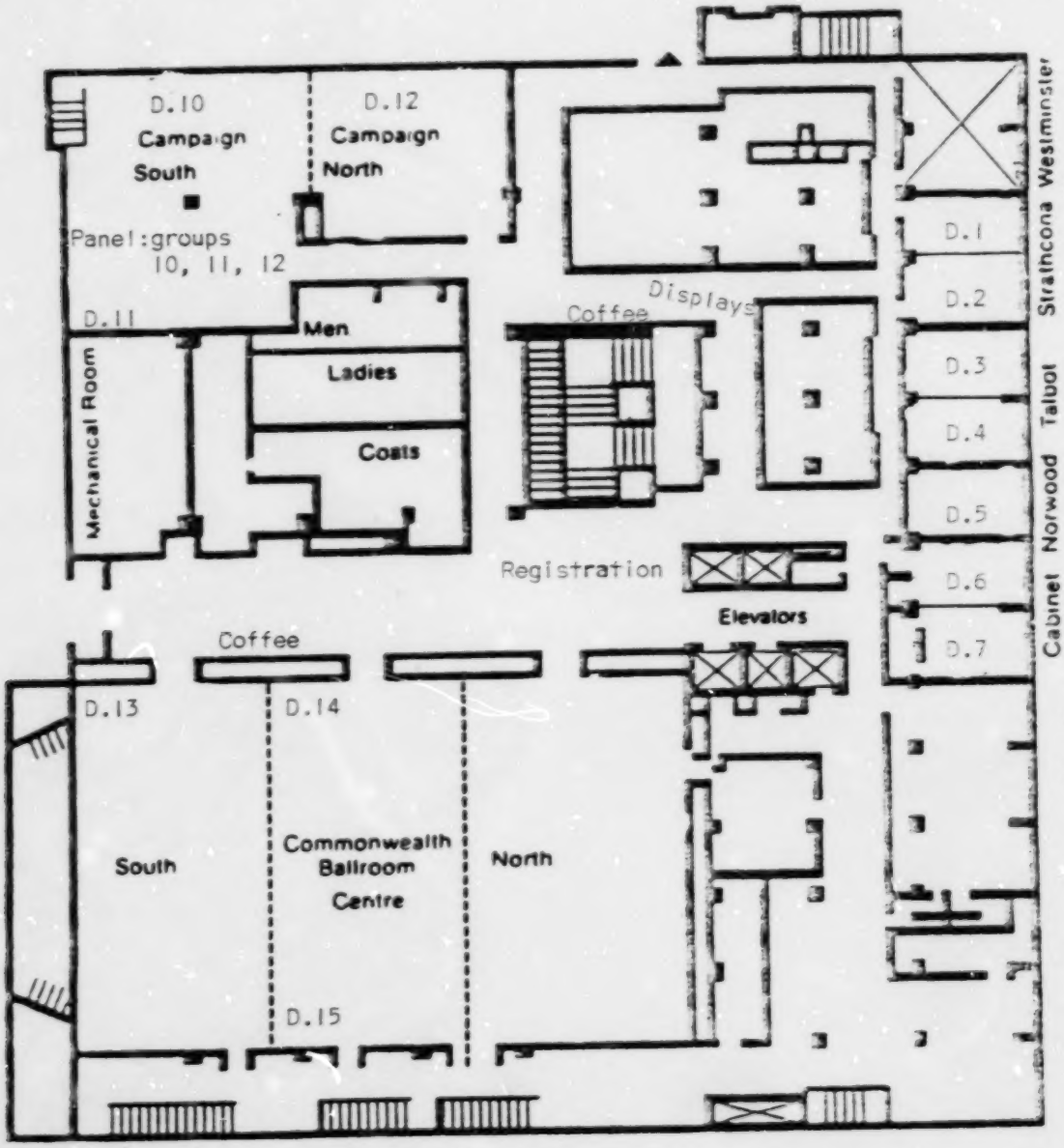
- Hon. Maureen Hemphill, Minister of Education

4:30 p.m. ADJOURNMENT

LOCATION OF DISCUSSION GROUPS

.The numbers on the floor plan indicate the location of discussion groups 1-15.
.Discussion Groups 8 and 9 meet in the Kildonan rooms on the main floor.

## Second Floor




MAIN FLOOR

D.8 Kildonan N.

D.9 Kildonan S.

# THE SCHOOL CURRICULUM

A) THE SCHOOL PROGRAM

B) THE CURRICULUM DEVELOPMENT PROCESS

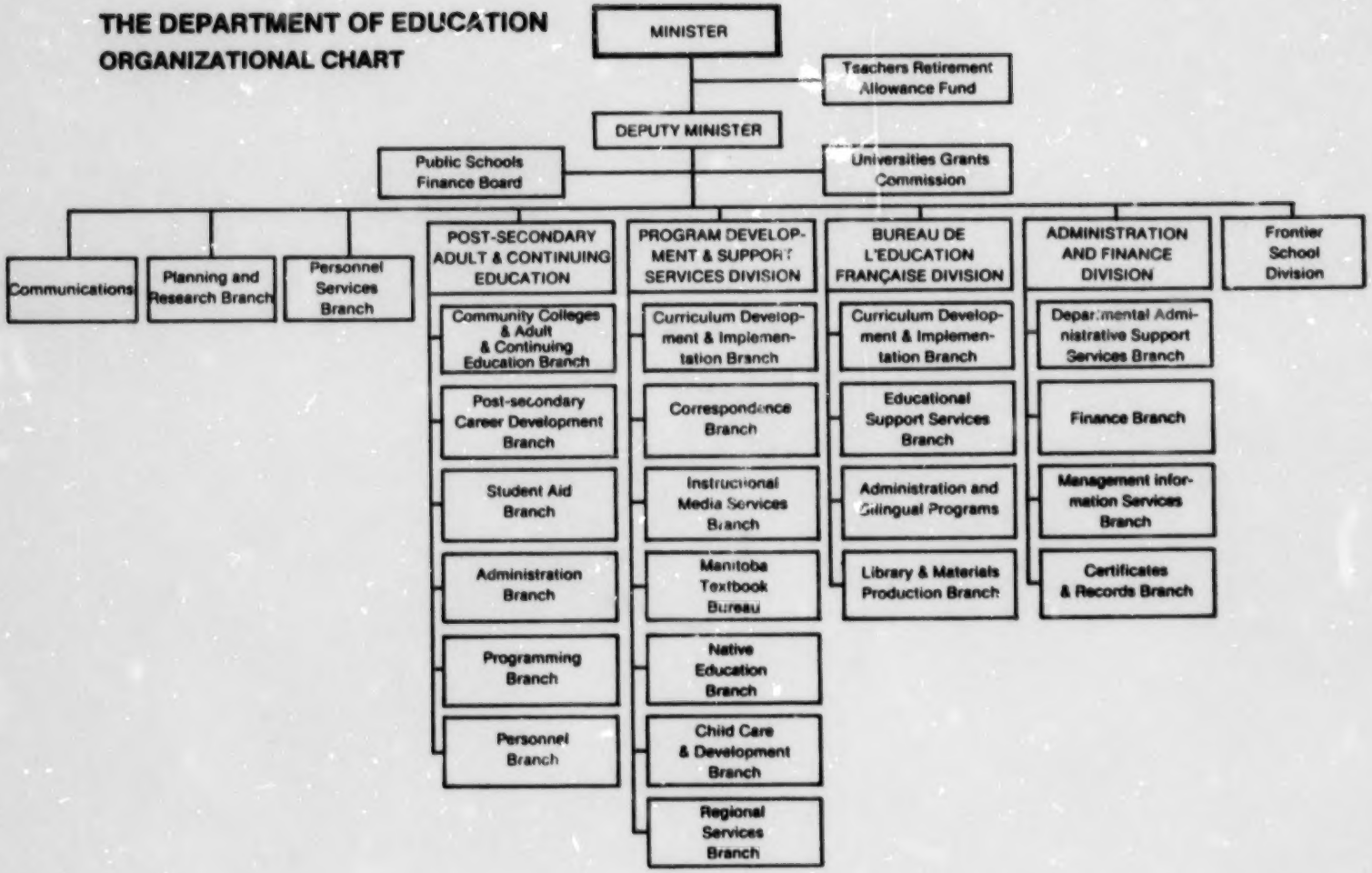
C) EVALUATION

D) ROLES AND RESPONSIBILITIES

E) MULTICULTURALISM AND THE CURRICULUM: AN OVERVIEW

DIAGRAM I

## THE DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART

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# A. THE SCHOOL PROGRAM

*Extracted from the*
Administrative Handbook
for Manitoba Schools

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## THE SCHOOL PROGRAM

### PROVINCIAL CURRICULUM REQUIREMENTS

Provincial or core curriculum requirements are identified goals and objectives towards which students are expected to work. The concept of a core curriculum rests on the assumption that there exists a common, definable body of knowledge, concepts, skills, and attitudes which the majority of students should be expected to acquire; that learning objectives can be identified for this body; and that these can be translated into a scope or sequence by grade or level. In practical terms, core curriculum requirements are most commonly identified as a pattern of subjects and courses that students must include in their total program in order to complete satisfactorily a given level in the school system. Further, they may also represent a set of objectives to be achieved within a specified subject or course.

While core requirements represent an extremely important and significant part of the curriculum, they do not constitute the total curriculum which seeks to cater to the wide ranging needs and interests of individual students which can only be effectively met at the local level. Because needs and interests are fairly well defined and common to the large majority of students during the earlier school years, the core curriculum here constitutes the bulk of the student's program. In later years, as student interests grow and the curriculum expands, electives play a larger part and the emphasis on "core" decreases, except as an essential element within individual subjects that form part of a sequence or pattern, or that relate directly to further education and/or employment.

It is intended that all core and elective courses developed or approved by the Department of Education be freely accessible to all students.

Core requirements, like the overall curriculum itself, are not static. They should be, and are, under continuous review.

### THE SUBSTANCE OF THE SCHOOL PROGRAM

Drawing upon the goals identified in *Learning Goals for Children 5 to 18*, the following areas of activity emerge as those that schools should include or be working towards including in the basic program of students. The notations in brackets indicate the present core requirement expressed in terms of subjects and the number of years in which study is required.

Linguistic and literary study - the communication skills of listening, reading, writing, and speaking integrated with a study of literature (accomplished largely through the subject of Language Arts, required K-High School).

Mathematical studies - the development of computational skills and a basic understanding of mathematical principles, problem solving, and communication (accomplished largely through the subject of Mathematics, required K-High School).

Scientific studies - scientific method, concepts, and processes applied through the study of technology and ecology (accomplished largely through the subject of Science, required K-High School).

Social studies - the social and physical environment; social, political, and economic institutions; citizenship and the development of the individual as a family and community member, as a Canadian, and as a member of the world community; personal identity and social values (accomplished to a significant degree through the Social Studies program, required K-High School, but overlapping with virtually all areas of the curriculum).

Life skills - understanding of one's physical and emotional nature, fitness, nutrition, self-reliance, responsible behaviour, personal and social values (accomplished to a large degree by specialists and generalists within the context of the health (required K-9), physical education (required K-High School), guidance programs, and as a component part of learning in a wide range of subject areas).

Aesthetic activities - art, music, dance, drama as fundamental forms of human expression; observing, performing, designing, creating (accomplished largely through art, music, literature, physical education, and as a component part of learning in a wide range of subject areas).

Career development - prerequisite skills and social/personal accomplishments required for the adult role, preparation for the world of work and further education/training (accomplished largely through the career development function of the middle years and senior high guidance programs, though all areas of the elementary/secondary curriculum share the responsibility to some degree).

Human learning cannot be confined, however, to the teaching of subjects and courses. Every subject, like every teacher, is a vehicle for the development of understanding; can foster the ability to communicate, solve problems, make judgements, and think critically; and can encourage the capacity to show concern for the cooperate with others, be resourceful, respect evidence, find satisfaction in learning, and cope with modern society. Further, subject areas are not self-contained and there do exist links that can and should be used as reinforcement to the student's understanding of problems and issues that transcend the limits of course and subject outlines.

**CURRENT SUBJECT/COURSE STRUCTURE**

In terms of subjects and courses, the following constitute the present core curriculum requirements in Manitoba schools:

(a) The K-6 program should include opportunities for the following areas of study: Language Arts (listening, reading, writing, speaking); Mathematics; Science education; Social Studies; Physical and Health education; Music and Art education. A second language may be offered where adequate staff and facilities exist.

(b) The program for grades 7-9 should include the following: English Language Arts; Mathematics; Science; Social Studies; Physical Education and Health; plus Guidance and a minimum of two full electives, or the equivalent, selected from those courses for which the Department prepares guidelines or which are developed under the auspices of and approved by the school division.

(c) The program for grades 10-12 should include the following: English (3 or 4 credits); Mathematics (2 credits); Science (2 credits); Social Studies (2 credits); Physical Education (1 crdit); plus Guidance and 9 or 10 elective credits selected from those for which the Department prepares guidelines or which are developed under the auspices of and approved by the school division. Variations in this pattern occur in the Business Education, Vocational Industrial, and Occupational Entrance Programs. (See 8.00 - High School Program Requirements.)

## CULTURE AND LANGUAGE

The broad goals of public education stress the development needs of students. Multicultural education is the process of making education more responsive to the cultural and linguistic diversity that characterizes our society. Its place within a core curriculum acknowledges the need to prepare all students to live in a multicultural society. Integral to the school program in its entirety, therefore, are objectives that seek to recognize and understand the many forms that culture takes, to assist students to develop and retain a personal identity through an awareness of their own cultural and historical heritages, and to develop an understanding of and respect for the cultural and historical heritages of others. Integral also is the provision of opportunities under the law and through the school curriculum to provide instruction in both the French and English languages, being the official languages recognized under the British North American Act, and in heritage languages, and to provide for the study of second languages by offering language options, in various forms, as part of the school program.

## VALUES IN THE SCHOOL CURRICULUM

The study of attitudes and values should be an explicit, rather than implicit, component of the total education process, and an integral part of all subjects and courses. While it is impossible to identify a particular position on a given set of values that should be conveyed to all, many qualities of mind and character are clearly seen as desirable and should be developed, e.g., honesty, respect and concern for others, empathy and tolerance, cooperativeness, resourcefulness, self-reliance, open mindedness, concern for societal issues and an open attitude towards social change, respect for legitmately constituted authority, capacity for hard work, willingness to become involved in a genuine search for solutions to problems. The approach should be directed towards helping students develop their own moral philosophy based on a coherent value system and a commitment to and respect for evidence and rational solutions. Thus students should be provided with the opportunity: to acquire an understanding of distinctive human values, an appreciation of those things that are enduring, and the realization that differences in issues, opinions, and attitudes can co-exist and conflict; to develop positive attitudes towards themselves as individuals, towards other people, and towards their environment as a whole; and to acquire those skills that will help them as future citizens to develop the abilities to function effectively within a changing society.

## SCHOOL PROGRAM RESPONSIBILITIES

Curriculum development and implementation, along with the provision of appropriate resources, is a shared responsibility of the provincial and local levels of school administration. The following statements identify various issues related to the process and clarify the roles and responsibilities of the Department of Education and school divisions in regards to personnel and training, resources, organization, and delivery.

### DEPARTMENT OF EDUCATION PROGRAM RESPONSIBILITIES

Department of Education responsibilities include:

The identification of broad educational goals and the overall structure for the school system as a whole.

The identification of the goals and objectives of provincial core curriculum requirements, including the subjects and courses required to be studied and the objectives for specific subjects and courses at particular grade levels.

The identification and listing of approved textbooks and of other materials considered appropriate to be used in meeting these objectives.

The identification of suggested teaching strategies for particular grades, subjects, and courses, including the development of detailed support materials where these are felt to be necessary.

The provision of curriculum guides and program supports for the total curriculum, (core and optional) to assist curriculum development at the local level.

The provision of necessary resources to support curriculum development and implementation.

Dissemination of information.

### SCHOOL DIVISION PROGRAM RESPONSIBILITIES

School division responsibilities include:

The development of policies and procedures for the implementation of core curriculum requirements, including policies and procedures for the selection of learning materials appropriate to the needs of the learner and the values and expectations of the local community.

The development of policies and procedures to ensure the accessibility of school programs and courses to both male and female students.

The development of policies and procedures, within overall provincial educational goals, for curriculum development and implementation in regard to that part of the school curriculum that goes beyond provincial

curriculum requirements, drawing upon Departmental guidelines and resources where they have been developed.

The adjustment of programs and courses to recognize individual interests, needs and abilities and to provide for maximum continuous growth and development in a manner compatible with provincial core curriculum requirements and objectives.

The **teaching** and methodological goals of the curriculum (as opposed to core **learning** goals or expectations which are primarily a Departmental responsibility).

The provision of necessary resources to support curriculum development and implementation.

Dissemination of information.

## CURRICULUM IMPLEMENTATION ROLES AND RESPONSIBILITIES

### ASSUMPTIONS

The statements that follow are keyed to certain basic tenets, as follows:

- New or revised programs of study are statements of provincial policy and the teaching of the objectives identified (Level 1) is mandatory.
- Curriculum implementation is that process used to bring about the critical changes identified in each new or revised program, taking into account the resources available, local-central responsibilities, and the professional roles and expertise of teachers.
- Curriculum implementation, along with the provision of appropriate resources, is a shared responsibility of the provincial and local levels of administration.
- Curriculum implementation is a long-term, multi-stage process requiring continuous commitment and effort. In this connection, it is important to distinguish between the notion of **curriculum adoption** (curriculum change is accepted at the institutional level, new guides and materials are introduced, but little real change takes place in the classroom) and **curriculum implementation** (change is realized in classroom practices and measurable differences are evident in student behaviour).
- Effective curriculum implementation must take into account the well-known barriers to change (absence of motivation or ownership, avoidance of the consequences of change, inadequate resources, lack of clarity about the nature of the change to be made, and scepticism) and should seek to provide for:
  - (a) the personal involvement and support of those affected by curriculum change,
  - (b) clear and precise indication of the nature of the change,
  - (c) necessary resources for implementation, and
  - (d) incentives for change.

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  (c) necessary resources for implementation, and
  (d) incentives for change.

**Department of Education responsibilities**

Department of Education responsibilities include:

- the development of curricula that clearly identify the objectives to be attained
- the field testing of curricula through pilot programs
- the provision of information to school divisions to keep them informed of implementation time lines and the organization of time lines in a manner that permits an orderly, planned introduction at the divisional level
- the provision of training and orientation sessions for pilot teachers, divisional resource teachers, and/or special area consultants. This training should include both orientation to new curricula and preparation for responsibilities to be assumed at the local level
- the provision of a model implementation plan for each new or revised curriculum area, along with an identification of the categories of needed resources for introduction at the provincial and local levels
- the appointment of a steering committee to oversee the implementation phase
- the provision of funding for Department or Department approved in-services related to curriculum
- the provision of funds for necessary learning materials
- the development of an ongoing formal communication and feedback model for teachers to obtain specific feedback about proposed curriculum change
- the development of ongoing formal models to inform the community at large and Boards of Trustees
- the evaluation of the effectiveness of the curriculum implementation process

**School Division Responsibilities**

School division responsibilities include:

- the planning of curriculum implementation in the division within the broad time guidelines of the Department of Education
- the establishment of a divisional subject or curriculum area steering committee during implementation of new or revised curricula to provide a formal liaison with the Department. This committee - which would be composed of divisional personnel trained by the Department, a divisional consultant or program person, and other staff - would give direction and coordination to implementation strategies and activities
- the identification of subject area teachers to attend Departmentally sponsored training sessions. This step necessitates the careful identification of personnel selection criteria, assigned follow-up responsibilities, and divisional resources/support available

- the planning and organization of teacher-in-service in the designated curriculum area
- the assumption of responsibility for in-division training of staff
- the provision of ongoing divisional consultant services to subject area teachers
- the allocation of a majority of the eleven in-service/administrative days authorized by the Department of Education to ensure that those are utilized for curriculum purposes
- the provision of the necessary support for curriculum maintenance following initial implementation

**Models of Curriculum Implementation**

Three models are currently in use by the Department. No one model is used in isolation.

**Curriculum Orientation**

This model provides for orientation sessions (usually of one day duration) for the majority of teachers on request, by division or region. Subsequent implementation is left to local and Departmental consultants. It works reasonably well where change is of a modest nature and motivation is high, and was utilized fairly successfully, for example, in the implementation of the 1978 K-6 Mathematics program.

**Curriculum Resource Personnel**

This model provides for the intensive training of divisional representatives who, in turn, act as resource personnel at the local level. It was used in the implementation of the K-6 Science program and works where resource personnel receive support at the local level.

**Cooperative Planning**

This model provides for a collaborative delivery system involving the Department and School Divisions (individually or teamed) to marry local needs and priorities with the implementation of new or revised provincial curricula. A separate and more detailed description of this approach is available from the Curriculum Services Branch.

These models are supported from time to time by additional programs of varying kinds, e.g., summer courses, in-depth workshops, etc. All are under continuous appraisal through the Curriculum Policy Review Council and the Program Review Committees to determine the degree to which they provide for the requirements identified in section 4.03.02.

## TIME ALLOTMENTS

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses (Level 1) and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements and student needs vary, time allotments are presented by the Department of Education as recommendations, and the responsibility for

applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/-school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

## PROVINCIAL AND LOCAL COURSES

All provincial courses are subject to reasonable adjustment at the local level through the pacing of instruction to meet individual student needs and through variation in instructional practices, learning experiences, and curriculum materials used. Other and more fundamental changes in subjects and courses developed by the Department of Education, including the adoption of textbooks other than those included in the approved textbook listing published by the Manitoba Text Book Bureau, may only be made with the approval of the School Board and the Department. Requests should be made in sufficient time to provide for adequate review of what is being proposed.

School Initiated Courses may be developed as local options in grades 7-12. These require the approval of the School Board. The School Board (following consultation with the Curriculum Development Branch as necessary) is required to forward to the Department of Education prior to the offering of the courses a statement that includes information re course title, level or grade, rationale, objectives, outline of content, evaluation procedures, and student/teacher materials - together with additional pertinent information as necessary (e.g., specialist teacher qualifications, second level courses, etc.).

## LEARNING MATERIALS

The Department of Education, through the Manitoba Text Book Bureau catalogue, issues a listing of textbooks and other primary materials approved for use with all programs and courses developed by the Department. This listing constitutes the principal source for materials selection by schools and is compiled through a continuous and systematic process that is intended to ensure that all materials for inclusion in the listing are objectively analyzed; that program needs form a primary basis for the selection of learning materials; and, that thorough documentation is available to support materials recommended for approval.

In learning materials selection, the Department uses an adapted model of analysis developed by the Educational Products Information Exchange Institute of New York (E.P.I.E). In an E.P.I.E. analysis, detailed objective information is obtained about the intents and contents of the materials, the suggested methodology and means of evaluation as well as information regarding accuracy, currency, bias, technical quality, physical characteristics, cost and developmental background. The process attempts to put learning resources into a logical relationship with curriculum development - that of supporting a program rather than dictating it.

# B. THE CURRICULUM DEVELOPMENT PROCESS

*Extracted from the*
Administrative Handbook
for Manitoba Schools

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## CURRICULUM DEVELOPMENT IN MANITOBA

By legislative statute, the Minister of Education is ultimately responsible for the supervision, control and direction of all public schools including all curricula matters. However, the Minister believes that Education is a partnership in which responsibility in various forms is shared between the Department of Education (acting on behalf of the provincial government) and school boards (representing local school divisions). Equally important in this partnership are the schools and the parents who have the most frequent and direct contact with children and each other in the learning process. The most crucial relationship in all learning in the school system is between the individual pupil and his or her teacher.

### Program Review Structure (See Diagram 2)

To facilitate the functioning of such a partnership, the Department of Education's Program Review Structure was established in May 1976. The Program Review Structure provides a mechanism whereby the major provincial organizations (M.T.S., M.A.S.T., and M.A.S.S.) together with members of the larger community (post-secondary institutions, parents, students, and others) can work with the Department of Education in matters related to the province's K-12 curriculum responsibilities. The purpose is to provide the various organizations with the opportunity to be an integral part of the decision-making process whereby Departmental policies, priorities and activities are set and to provide a mechanism whereby specific recommendations relative to such activities can be made.

The Program Review Structure consists of three Program Review Committees (Early Years, Middle Years, and Senior High) and a Curriculum Policy Review Council. This Council, in consultation with the Program Review Committees, provides the overall k-12 framework within which the committees are required to work and acts as a facilitator and coordinator for the work of the committees. The Curriculum Policy Review Council is the sole body within the Program Review Structure with responsibility for making recommendations to the Department and the Minister in matters pertaining to curriculum and as such is the ultimate decision-making body within the Program Review Structure.

### Curriculum Development Process (See Diagram 3)

Curriculum development begins with the identification of a need--a need to change an existing curriculum or a need to develop curricula in a totally new area. The identification can be made by many possible sources. It could be parents requesting a new program; teachers or students indicating present content of an existing course is out of date and no longer relevant; the Department of Education responding to weakness demonstrated in the provincial assessment program. However, in all cases the information is fed to the Curriculum Policy Review Council where it is examined and discussed and eventually recommendations are made to the Minister.

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DIAGRAM II

## Policy Review Structure

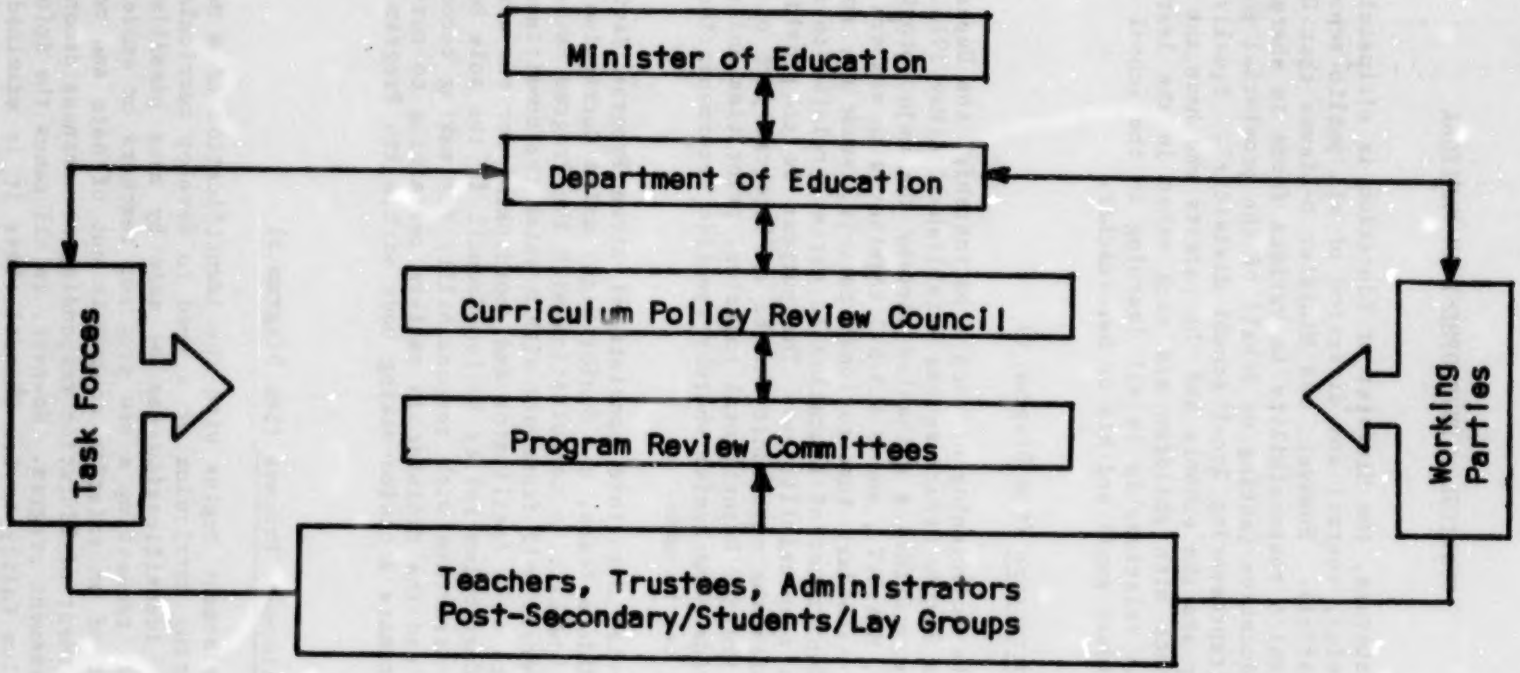


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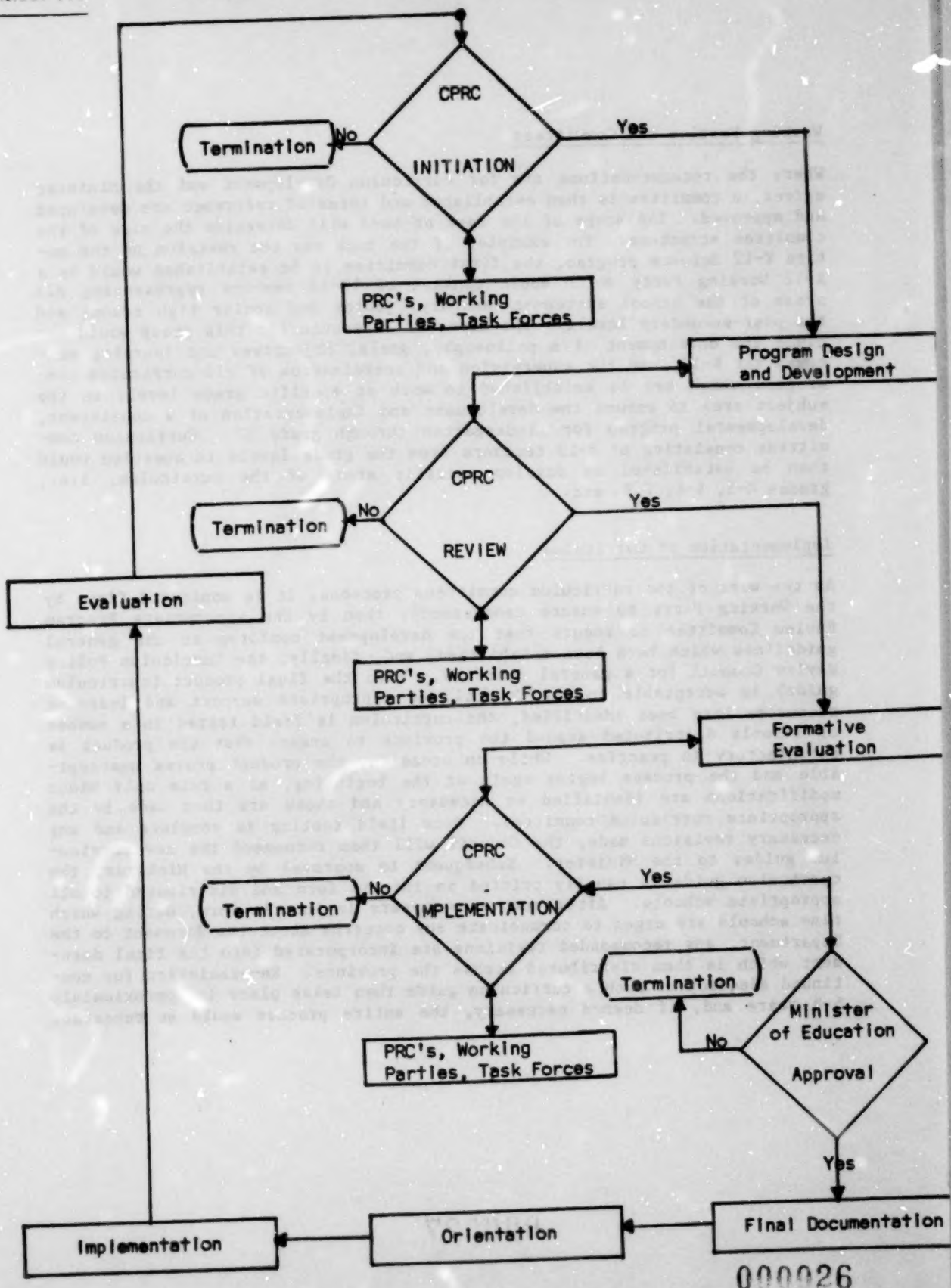
DIAGRAM III

## CURRICULUM DEVELOPMENT AND IMPLEMENTATION FLOW CHART



## Working Parties and Committees

Where the recommendations are for curriculum development and the Minister agrees, a committee is then established and terms of reference are developed and approved. The scope of the task at hand will determine the size of the committee structure. For example, if the task was the revision of the entire K-12 Science program, the first committee to be established would be a K-12 Working Party which would consist of 12-15 members representing all areas of the school system--elementary, junior and senior high school and the post-secondary levels. The terms of reference for this group would include the development of a philosophy, goals, objectives and learning outcomes for K-12, and the supervision and coordination of all curriculum committees which may be established to work at specific grade levels in the subject area to ensure the development and implementation of a consistent, developmental program for Kindergarten through grade 12. Curriculum committees consisting of 8-10 teachers from the grade levels in question would then be established to develop specific areas of the curriculum, i.e., grades K-3, 4-6, 7-9, etc.

## Implementation of Curriculum

As the work of the curriculum committees proceeds, it is monitored first by the Working Party to ensure consistency, then by the appropriate Program Review Committee to ensure that the development conforms to the general guidelines which have been established, and, finally, the Curriculum Policy Review Council for a general overview. When the final product (curriculum guide) is acceptable to the Council and appropriate support and learning resources have been identified, the curriculum is field tested in a number of schools distributed around the province to ensure that the product is satisfactory in practice. While on occasion, the product proves unacceptable and the process begins again at the beginning, as a rule only minor modifications are identified as necessary and these are then made by the appropriate curriculum committee. Once field testing is complete and any necessary revisions made, the Council will then recommend the new curriculum guides to the Minister. Subsequent to approval by the Minister, the curriculum guide is usually printed in interim form and distributed to all appropriate schools. After one or two years in interim form, during which time schools are urged to communicate any concerns about the document to the Department, any recommended revisions are incorporated into the final document which is then distributed across the province. Re-examintion for continued adequacy of such a curriculum guide then takes place in approximately 5-8 years and, if deemed necessary, the entire process would be repeated.

# C. EVALUATION

*Extracted from the*
Administrative Handbook
for Manitoba Schools

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## DEPARTMENT OF EDUCATION/SCHOOL DIVISION RESPONSIBILITIES FOR EVALUATION OF STUDENT ACHIEVEMENT

### Department of Education Responsibilities

It is the Department of Education's responsibility to gather data that will provide information on the program as a whole, as a source of information to both the education system and the community at large, and as a data base for the overall decision-making process. More specifically, the Department of Education provides for the systematic gathering of information on student achievement, over a period of years, that furnishes longitudinal data about the general level of student achievement in province. Information gathered by the Department is used to improve the decision-making process at all levels in regards to curriculum development, design of resource materials, in-service and pre-service teacher training programs, the setting of priorities, and the allocation of resources generally. In addition, the Department of Education makes available its test instruments and services to schools so that, at local discretion, a more meaningful utilisation of the provincial process and data can be achieved.

A close relationship exists between the evaluation and curriculum development processes. Thus, feedback from assessment activities conducted on the basis of what students are actually learning in a particular area would relate closely to curriculum change necessitated by changing needs in society and/or enhanced knowledge about how children learn, which in turn would require the development of new methods of assessment., Conversely, since the provincial assessment program would take into account a wide variety of viewpoints in the outcomes it sought to measure, the information collected could serve to influence curriculum development as a whole

### School Division Responsibilities

Responsibility for individual student learning - both depth and pacing -and assessing student performance rests at the local level - with the teacher, the school, and the school board. Evaluation is carried out in the first place in the classroom by the teacher, whose task it is to ensure that program objectives and evaluatory procedures are clear and understood so that parents are informed of their children's progress and understand the manner in which it is determined. It is the responsibility of the board to ensure that appropriate policies for student evaluation are established and that schools have the necessary instruments to carry through these policies. Evaluation of student achievement should be based on clearly defined objectives; the objectives established by the classroom teacher should be compatible with the objectives of the school, school division, and the province.

# D. ROLES AND RESPONSIBILITIES

*Extracted from the*
Administrative Handbook
for Manitoba Schools

## School Boards

A Basic principle of school law is that school boards are created by legislatures to provide educational services at the local level. A board is delegated certain responsibilities by the legislature, of which some are duties (mandatory — must be done) and others are powers (permissive — may be done). The various school statutes and regulations are, in effect, the constitutions of school boards, and boards are entitled to act only within the bounds of authority granted by those statutes.

A school board is a legal corporation and must carry out its responsibilities as a corporate body at properly constituted board meetings.

Specifically, the following are some of the more important duties and powers of divisional and district school boards in Manitoba.

### Duties (Public Schools Act, Sections 41 to 47 inclusive)

- must provide adequate school accommodation for resident students between the ages of 6 and 21 (in schools under that board's jurisdiction or by making arrangements for students to attend schools in another division or district). This requirement applies to all students with right to attend school. See Section 259.
- must purchase or rent, furnish, and maintain school buildings and grounds.
- must hire qualified teachers.
- must pay teachers' salaries at least monthly in accordance with negotiated collective agreements.
- must prescribe the duties of teachers, subject to provincial acts and regulations.
- must ensure that no expenditures of money are made without the board's authorization.
- must appoint, bond, define the duties of, and pay a secretary-treasurer.
- must arrange for the annual auditing of all books and accounts and submit the audited financial statement to the Minister not later than June 30th of each year, publish a condensed version of the statement in the local newspaper(s), and make resident electors aware that they may inspect the detailed statement at the office of the secretary-treasurer. See Sections 41(1)(e) and 55(2).
- must submit to the Public Schools Finance Board by February 1st its financial budget, setting out its estimate of revenues and expenses for the year. See Section 178.
- must call for tenders for major purchases.
- must appoint an attendance officer (in accordance with Section 263).
- must permit student teachers from recognized teacher training institutions to be in schools for observation and practice teaching.
- must see that the Canadian flag is flown (or displayed in the school building) in all schools during school hours.
- must provide or make arrangements for transportation of resident students as provided for in the Act under Section 43.
- must provide for insurance coverage or salary continuance for teachers and other employees who are not provided for under the Teachers' Retirement Allowances Fund.

**Powers (Public Schools Act, Sections 48 to 52 et. al)**

- may by passing by-laws, after ward boundaries, or change the number of wards or the number of members, within the limits of a minimum of 5 trustees and a maximum of 11.
- may appoint, define the duties of, and pay a superintendent.
- may, by promissory note, borrow money for payment of salaries, until money collected through taxation and other sources is received. See PART XI.
- may conduct nursery schools, kindergartens, adult day schools, evening schools and summer schools.
- may collect tuition fees from non-resident, evening school, or summer school students.
- may provide lunches (with or without charge), sports equipment, textbooks, and instructional materials for students.
- may purchase and operate school buses subject to Regulation 166/81.
- may fix a compulsory retirement age for teachers, provided it is not lower then 65.
- may provide for insurance coverage or salary continuance for teachers and other employees, and pay all or part of the premium.
- may provide pensions for its employees who are not provided for under the Teachers' Retirement Allowances Fund.
- may establish a school patrol.
- may suspend or expel a student whose conduct is judged harmful to the welfare of the school. In addition, a board has the power to review and amend any suspension carried out by a principal or superintendent.
- may make agreements with municipal councils for joint use of recreational facilities on school property.
- may hold banquets and gatherings for teachers and others to disseminate information about education.
- may make regulations to direct school attendance officers as long as they are consistent with the provisions of The Public School Act.
- may designate the schools where pupils may attend.

## SUPERINTENDENTS (PUBLIC SCHOOLS ACT, SECTIONS 51-52 REGULATIONS 250/80

A school superintendent in Manitoba is hired directly by a school board and is directly responsible to that board. In some division (under the "single command" system), s/he is the chief executive officer of the board; all other divisional employees are ultimately responsible to the superintendent and, through him/-her, to the board. In other divisions (where a "dual command" exists), the superintendent is in charge of the educational affairs of the division while the secretary-treasurer is responsible for financial matters; both officials report directly to the board.

Because superintendents and assistant superintendents are not part of the teachers' bargaining unit, their salaries and tenure are determined by individual contract with the school board.

In recent years, school superintendents have assumed many of the responsibilities formerly held by the school inspectors or field officers. While a board cannot abdicate its responsibilities by delegating them entirely to the superintendent, it is permitted, within certain limits, to assign certain powers.

A superintendent may also be empowered by a board to suspend students from school for a period of up to six weeks for disciplinary reasons. It should be kept in mind that while principals and superintendents can suspend students, only school boards have the power to expel a student.

**SECRETARY-TREASURERS (Public Schools Act, Sections 53-55)**

As indicated in Section 21.02.02, a school board is required to appoint, bond, define the duties of, and pay a secretary-treasurer.

Some of the more important duties of the secretary-treasurer are as follows:

- keep a full and correct record of the proceedings of every meeting of the board in the minute book provided for that purpose and present the minutes when confirmed for signature by the chairman;
- conduct the correspondence of the board as directed by the board;
- take charge of and keep all the books, papers, accounts, plans, and maps committed to his/her charge by the board during his/her term of office and deliver them to the chairman of the board on ceasing to hold office;
- prepare faithfully and transmit to the Minister such reports and statements and such other information in regard to the district as may from time to time be required by the Minister or by statute and in such form as may be prescribed by the Minister or the regulations;
- call a meeting of the board of trustees when required to do so by the Public Schools Act, or by the by-laws of the board.;
- produce the minute book and any other papers or records of the board of trustees or of the district for inspection when required to do so by a competent authority;
- comply with any lawful direction that may be given by the board of trustees as to the execution of his/her duties.
- receive all monies payable to the district and disburse them in the manner directed by the board of trustees or as required by the Act;
- without prior approval of the board, pay all accounts that are payable by the district and that have been included in the estimates of the district for the year in which the account of the board to be in the best interests of the district, and pay all other accounts that are payable by the district and that have been approved by the board; Section 53
- produce when called for by a trustee, auditor, or competent authority all books, vouchers, papers, and money and securities committed to his/her charge by the board of trustees during the term of office and surrender them to the board or to any person named by the board upon ceasing to hold office; Subsection 54(3)
- prepare the statements of the finance of the division or district required by the board and the Act;
- notify a designated Departmental official immediately after the first meeting of the board following the election, as to whether or not the newly elected trustees have made an affidavit of qualification and taken the oath of office and allegiance;

## PRINCIPALS

Under Regulation 250/80 of The Education Administration Act, one teacher in every school shall be designated to be principal. Subject to provincial statutes and regulations and local board policy, the principal is considered to be in charge of the school in all matters of organization, management, discipline, and instruction. During school hours, (which include the noon break), the principal is responsible for the supervision of students, buildings and grounds and is expected to report any needed building repairs to the proper authority.

As the person with overall responsibility for discipline in the school, the principal is required to exercise disciplinary authority over students from the time they arive at school until they leave for the day, except at times when the student is absent from school premises by parental request. Beyond these times, the principal also has disciplinary power over students in their conduct towards one another on their way to and from school, including on school buses. School bus drivers are expected to report to the principal any misbehaviour on the part of students.

Regulation 250/80 gives a principal the power to suspend students from school for a period of up to six weeks if s/he considers their behaviour to be persistently harmful to the welfare of the school. This power may be reduced from six weeks to one week by school board resolution. In such case, the principal's maximum suspection power is one week; any suspension beyond one week would then require a superintendent's approval. In all cases of suspension by a principal or superintendent, it is necessary that s/he report the suspension in writing to the board within twenty-four hours, including the student's name, the length of the suspension, and the reasons. Although it is not required by provincial statute or regulation, some divisional policies also require that the parents or guardians of the suspended student be notified. Any suspension by a principal or superintendent is subject to review and amendment by the school board.

While the duties and powers of principals are not outlined extensively in current statutes and regulations, the following are of some significance.

- Subject to Subsection 91(2) and Regulation 6/81 the principal may assign school clinicians, paraprofessionals, student teachers and other designate responsible adults to be in care and charge of students without a licensed teacher in attendance. This is discussed in more detail in Section 21.08 and 21.09 of this Handbook.
- The principal must designate loading and unloading zones for schools buses, prepare a plan for loading and unloading, and provide appropriate supervision, all subject to school board approval. (Regulation 3/81)
- The principal must designate loading and unloading zones for school buses, officer the names of students absent without lawful excuse, and provide any other required assistance to attendance officers. (For further explanation of school attendance requirements, see section 23.00)
- The principal is responsible for holding at least ten fire drills a year and for making rules needed for rapid and orderly evacuation of the school.
- Since the duties and responsibilities of principals are outlines in rather general terms provincially, school boards have the authority to outline in more specific terms at the local level the role of the principal.

## TEACHERS (Public Schools Act, Sections 91-96)

As is the case with principals, teachers' responsibilites are described in very general terms at the provincial level, leaving considerable scope for school boards to outline them in more specific terms.

### Duties

- must teach deligently and faithfully in accordance with provincial and divisional policy.
- must maintain proper order and discipline.
- must keep accurate attendance records.
- must keep accurate records of all textbooks and library books distributed to students.
- must be on duty at least ten minutes before the morning session and at least five minutes before the afternoon session.
- must notify medical officials of students believed to have any communicable disease or vermin.
- must seize any dangerous weapon brought to school by a student, give it to the parent or guardian, and warn the parent or guardian that any similar subsequent offences will result in suspension or expulsion. In actual practice, the teacher would notify the principal and the principal would warn the parent or guardian.

Although it is not part of legislation, members of The Manitoba Teachers' Society may wish to refer to the Code of Professional Practice of that organization.

### Powers

In addition to the powers inherent in the above duties, teachers, along with parents, guardians and other standing in that place of parents, are authorized by Section 43 of the federal Criminal Code to use force by way of correction toward a pupil or child who is under their care, as long as the force does not exceed what is reasonable under the circumstances. This section is generally cited as the legal authorization for corporal punishment.

"Reasonable" is, of course, a very broad term. Canadian courts have tended to consider punishment reasonable when there is no malice involved, when the offence merits the punishment, when it is not cruel, excessive, or more than the student can endure (in terms of the age and size of the student), when a suitable instrument is used, when it is administered to an appropriate part of the body (the palms of the hands are generally considered most appropriate; the backs of the hands, the head and the spine have been considered inappropriate because of the risk of permanent injury), and when there is no permanent mark or injury.

It is noteworthy that the current provincial statutes and regulations in Manitoba refer to discipline only in general terms and do not specifically mention corporal punishment. It is generally considered that the Criminal Code, gives teachers this power.

It is relevant to quote here section 43 of the Criminal Code of Canada:

"Section 43 — Protection of Persons in Authority
Correction of a Child by Force

Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances."

## STUDENTS

Although the current statutes and regulations make few direct references to the duties and powers of students, some of these can be inferred from various sections of these laws.

### Duties

- Students between the ages of 7 and 16 are expected to attend school punctually and regularly (Part XIV - **Public Schools Act**)
- Students are expected to act in ways that are not, in the opinion of the principal, superintendent, or school board, harmful to the welfare of the school. Students who do misbehave are subject to such disciplinary measures as corporal punishment, suspension, or expulsion.
- There is no reason to believe, at present, that a student who has attained the age of majority is legally placed in a significantly different position from other students who are not legally considered adults. This does not prevent school boards or individual schools from extending special privileges to adult students.

### Powers

All persons between the ages of 6 and 21 have the right to attend a school. (**Public Schools Act,** Section 259). This right is compulsory for those between the ages of 7 and 16 and is conditional upon the student's behaviour.

A student is legally entitled to be absent from school on a religious holiday (for his or her particular religion) (**Public Schools Act** - Subsection 261(d)

In certain circumstances, a student is entitled to transportation to and from school. (See Handbook, Section 25.06).

## STUDENT TEACHERS (Public Schools Act, Subsections 41(1)(j), 91(2)

School boards are required to allow students of recognized teacher training institutions to be present in schools for observation and practice teaching.

A student teacher may be left in sole charge of classes if it is agreed by the principal and the training institution that this is helpful to the student's training. (Regulations 6/81). This does not mean, however, that student teachers (since they do not possess teaching certificate) can be used as substitute teachers, whether paid or unpaid.

## 21.09 PARAPROFESSIONALS, VOLUNTEERS, AND SCHOOL CLINICIANS

**(Regulation 6/81)**

In Regulation 6/82, paraprofessionals are defined as teacher-aides or other persons who work with teachers as part of the teaching-learning process. The school clinicians described in the Regulation are school social workers, school psychologists, speech and hearing therapists, and reading clinicians.

Such responsible adults as paraprofessionals, volunteers, and clinicians may be placed in care and charge of students. They are to be placed under the direct supervision of a teacher designated by the school principal, subject to any provincial or divisional policies.

A paraprofessional or a volunteer may perform duties assigned by the principal, but these duties must not include the organization and management of the classroom, the planning of teaching strategies, or the direction of students learning experiences (which includes assessment of student needs, the selection of materials, and the evaluation of student progress). These are the responsibilities of teachers.

Clinicians and volunteers may not be used as substitute teachers, nor may a paraprofessional function in a classroom role if a certified teacher is not available for direction and guidance.

## 21.20 SCHOOL BUS DRIVERS

The responsibilities of school bus drivers are outlined in Regulations 3/81 and 250/80. The Highway Traffic Act controls vehicle operation and governs driver qualifications as well as conduct.

School principals are responsible for student behavior on school buses and are required to provide plans and supervision for the safe loading and unloading of school buses (see 14 and 15 of Regulation 3/81). The school bus while loading and unloading must be stopped with the front right hand door facing the school, whenever possible. School buses are not permitted to back up on school grounds unless permission has been obtained from the principal, and supervision is given by the principal or designate.

**Reference Material**

**Public Schools Act**
Regulations 250/80 and 3/81
**The Highway Traffic Act**
Manitoba Drivers Handbook
School Bus Drivers Manual



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## SECTION I MULTICULTURAL CONTENT IN THE MANITOBA SCHOOL CURRICULA

In preparation for the conference, the Curriculum Development and Implementation Branch initiated a review of the multicultural content within the Manitoba school curricula. Each subject area consultant was asked to address two questions:

1. Identify the multicultural content present in the K-12 curriculum
2. What are the possibilities for enhancing the multicultural component

The responses of the consultants were used to provide an overview of the present school curricula. The overview focuses on subject areas where multiculturalism may be more directly integrated.

The overview is intended to be used as a basis for discussion during the conference. Thus, the overview is not necessarily reflective of departmental policy.

### Multiculturalism in English Language Arts

Multiculturalism can best be reflected in the English Language Arts curriculum by the selection of material that presents a positive view of a variety of cultures. A serious attempt has already been made to include such materials.

The multicultural aspects of English Language Arts curriculum could be enhanced by ensuring that future additions to the literature listings include the literature of the various cultures which make up the Manitoba society.

The Secretary of State, Multiculturalism Directorate, has done a great deal in promoting the publication of suitable material. However, much more could be done in developing material suitable for the various age groups, especially elementary school age children.

### Social Studies and Multiculturalism

Multiculturalism or intercultural material is treated in the present K-12 curriculum in the following manner:

1.1 Within the overall rational statement "The objective is for students to better understand themselves, their cultural heritage and the cultural heritage of others".

1.2 Within the overall goals statement: "to develop in students an appreciation of and positive attitudes towards the diverse cultures to be found in the local, national and international social environment" (broken into sub-goals).

1.3 Kindergarten - Within the objectives, "react with tolerance and acceptance of differences" and "react with appreciation to the contributions that can be made...by people with unique abilities and characteristics".

1.4 Grade 1 - Within the grade overview, "children are to explore some of the varied ways needs are met in different physical and cultural situations". Unit III overview "an examination...of families in physically and culturally different situations".

1.5 Grade 2 - An activity - asks children from different cultural backgrounds to describe a "traditional custom or celebration".

1.6 Grade 3 - Culture is a major focus of the program. Unit II-III overview "that students should study communities with cultural traditions distinctly different from their own".

1.7 Grade 4 - Units II & III...suggest the study of two contrasting communities, and culture is an important dimension of the comparative study (similar to Grade 3).

1.8 Grade 5 - Within the overview "This course deals with the experience of living in Canada today, i.e., the way in which people live their lives--their beliefs, customs, relations with others, ways of working and playing" also "Human beings have similar basic needs, but how these needs are met depends on both the resources available and on the cultural values, history, technology, and interdependence of their society".

1.9 Grade 6 - Overview "This course deals with the human experience over time i.e., the way people lived--their beliefs, customs, relations with others, ways of working and playing". It further indicates that it will deal with "the cultural values of the people, traditions, and cultural values of the people, traditions, and cultural interaction as well as conflict between cultural and ethnic groups". There is also a range of activities, many of which are student centered, which deal with the cultural traditions and conflicts.

1.10 Grade 7 - Unit III includes the following topic and focusing questions:

"1. Racial and Cultural Patterns Around the World

- How are all humans similar, yet different?
- What characteristics determine racial groups?
- What are the major racial groups in the world? What are the countries of their origin?
- What different conflicts may arise as a result of interaction of various racial groups? What could help to prevent or counteract these conflicts?
- What characteristics determine cultural groups?
- What different conflicts may arise as a result of interaction of various cultural groups? What could help to prevent or counteract these conflicts?
- Why are so many different cultural groups found in Canada?"

Unit IV of Grade 7 includes the following overview and questions:

Unit IV OVERVIEW

"This unit examines the unique ways of life that develop as people in diverse physical and cultural environments attempt to satisfy the same basic needs. Students should understand, however, that despite cultural differences, the unequal distribution of resources in the world necessitates political and economic interaction and interdependencies among various regions."

Also, the following questions are examined with reference to a number of countries:

- How do the people meet their basic needs (e.g., food, shelter, clothing, organization, health, economic well-being, etc.)?
- What are the racial and cultural characteristics of the people? (Consider: racial characteristics, language, religion, education, customs, traditions, beliefs, family structure, entertainment and recreation, music, art, literature, etc.)
- How do the people of this country interact with other parts of the world? How are they interdependent?

1.11 Grade 8 - Culture is an important component in this grade.

GRADE EIGHT OVERVIEW

"This course is designed to help students explore the ways that people lived within selected societies of the past and to realize that life today is closely related to developments which have occurred through the ages. Questions such as "How did people live?", "How does that way of life compare with our own?", "What developments in previous societies are still evident in present day societies?" should receive emphasis. Students should be made aware that all societies have not developed or changed at the same rate or to the same degree."

The following are the major ideas of the program related to culture (multiculturalism):

."How people meet their survival needs; e.g., for food, shelter, clothing, health, and security."

."How people interact with others; e.g., through the family or kinship group, through social organizations."

."How people satisfy their non-material needs; e.g., their needs for entertainment and recreation--their music, art, and literature."

."How people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behaviour; e.g., people's values and beliefs."

1.12 Grade 9 - Has two major topics "Who is a Canadian?" and the Multicultural Nature of the Canadian Society related to multiculturalism.

Unit II Canadian identity includes the following Overview:

"This unit encourages students to probe the concept of Canadian identity; i.e., who/what is a Canadian and what are the factors which influence this identity? Students will also examine the multicultural nature of the Canadian society,"

and examines the following topics and focusing questions:

"1. Who is a Canadian?

- What is the meaning of the expression, "I am a Canadian?" What makes Canadians a distinct or unique group of people?
- What factors determine or influence an identity? How is the Canadian identity changing? Consider factors such as: cultural influences, government role, economy, entertainment.
- What is the process by which an immigrant can become a Canadian citizen?

2. The Multicultural Nature of the Canadian Society

- Why is Canada called a multicultural country? How has it become multicultural? Consider the role of immigration with related policies, issues and concerns.
- What are the strengths of having a multicultural society? ...country? What concerns face a society which is not prepared to accept a variety of cultures? Consider issues such as: prejudice, discrimination, segregation, etc.
- What contributions have various ethnic groups made to enrich Canadian society?"

1.13 Grade 10

UNIT III OVERVIEW

"The second intent is to focus on "living in the North" through examining issues such as communication, transportation, isolation, role of governments, land claims, and acculturation."

It also includes the topic with related focusing questions:

"3. The Peoples of the North

- Who are the peoples of the North?
- How is life changing in the North?
- What are the implications of the changes?
- What are some problems that are unique to settlements of the North?"

1.14 Grade 11 program examines ideas related to culture.

. "that the population of Canada is a very diverse one, built up by successive waves of immigration."

- "that cultural sterotyping and social prejudice have existed in Canadian history and have influenced our immigration policies."
- "that European colonies in North America exhibited significant differences but also had important elements in common."
- "that despite periodic strains on the relationship between the French and English speaking peoples, Canada has survived - by compromise and co-operation."
- "that Canada has developed from regional communities with differing interests and perspectives."

Unit I OVERVIEW

"Theme: The Peopling of Canada from its beginning to the present day.

The intent of this unit is to examine the various Native groups of Canada and the periods of immigration of non-Native peoples. The unit examines the impact of immigration on the various Native peoples and on the evolution of the multicultural society of modern Canada. A further intent is to examine Canadian immigration regulations and policies."

Topic 2 - "Immigration - 1600 to the Present"

"The following groups and periods of immigration should be examined:

- The French 1600-1760
- The Loyalists
- British Immigration 1800-1860 (with emphasis on the Great Migration)
- Multicultural Migration 1867-1929 (special emphasis on 1896-1914)
- Migration 1930 to present (including refugees and restrictions)
- Special migrations (for example - gold rushes, Blacks in the Maritimes)

Apply the following questions (where appropriate) to each of the above. Personalize with examples of individuals or families, wherever possible.

- What are the characteristics of various periods of immigration? Where did immigrants originate? When? Why did they come? How did they come? How many? Where did they settle? Who was displaced in the process? How were they accepted? What percentage of the population do they constitute today?
- How did Canada affect the immigrants?
- How did the immigrants affect Canada?

- Has Canada treated all immigrants equally? (Examples: Chinese, Jews of the 1930's Japanese-Canadians during World War II.)
- What are the present immigration regulations?...past immigration regulations?
- What are the consequences for Canada of the present immigration policies?"

1.14 Grade 12 - World Issues

The focus is more on relationships and interdependence of nations than on individuals and cultures. Therefore, culture and multiculture plays more of a minor and background role.

2.0 How could the multicultural component of the curriculum be enhanced?

2.1 By establishing a Department of Education policy with reference to multiculturalism which includes the following:
- definition
- philosophy
- objectives
- commitment

MUSIC: MULTICULTURALISM

The study of music has almost been synonymous with a multicultural thrust in all programs K-12. The multicultural thrust however is perhaps more focused on the so called "western" music; European and North American. In recent years there has been a fair amount of African influence in music as well as that of Latin America which now is fairly well represented in music materials which are published for school use. The Orient is recognized but in much less quantity than the other parts of the world.

The curriculum takes the approach that music is an international language. There is no question that music is "everybody's". A significant number of songs and other material is already included in selected text materials to give teachers a clear message that music is truly inter and multi cultural. It now still needs further emphasis at the classroom level to accommodate the input of specific cultural musics to enhance the general program that is offered. For example this would mean that a teacher would insert songs of a particular ethnic or cultural group in keeping with the interests and makeup of the class. This is where community resources become particularly helpful and this is where children themselves can share songs and musical selections with their classmates.

It is this latter process that needs to be emphasized and enhanced. This does not mean that the whole program has to be delivered via ethnic songs and musical selections, because much of the music is already multi-ethnic or multi-national. It simply requires an honest acknowledgement of that musical input that would make children feel proud of their own background and their own heritage and which would allow them to identify with the program that is being offered. Music has always been influenced by the individual musical expressions of people all over the world. These influences can readily be traced in such cases as the development of jazz, reggae, etc.

Multiculturalism and the Art Program

The Present Program:

1. At present, Multiculturalism is given some treatment in the new K-6 art guide under the following headings:

   Kindergarten: Art Appreciation - Native and other ethnic art and craft works.

   Grades 1-2 and 3-4: Themes: a) Ourselves and Our Social/Cultural Environment
   b) Ourselves and Our Global Environment

   Grades 5-6: Theme: Native Studies.

   However, the content for these units is pretty well left up to the teacher for development. At the time of the writing of this guide, little expertise was available on the study of art with a multicultural perspective.

   The 7-9 guide alludes to various native and ethnic arts in the "Reference" column, but, again, leaves further development to the teacher.

   The senior high art guide is currently under revision.

Enhancing the Multicultural Component:

The Curriculum Development and Implementation Branch is presently studying the possibility of developing supplements for the basic revised guides, one of which should deal with the study of art as a reflection of cultural heritage. To develop such a supplement, there is a need to identify individuals knowledgeable in the cultural expressions of various ethnic groups and with an understanding of the approach taken by the curriculum to art appreciation. Visual resources would also be developed which would be made available to all teachers. It is also important that the activities or experiences suggested for children be relevant to their own concerns and interests - (i.e. you cannot just "drop in" a unit on multiculturalism without connecting it to the rest of a child's experiences or to the program itself.)

There is a whole recent school of thought which sees art primarily as a reflector or transmitter of culture and the value of art education as a study of cultural expression. This leads to a program which starts with an examination of art objects and the values, beliefs and feelings they express - and works towards the expression of the students' own ideas. At present, much of our program is art-production oriented and we are attempting to introduce more of an art appreciation component.

## Multiculturalism and Guidance Counsellors

Guidance counselling is not a curriculum subject in the normal sense. Thus, multicultural material cannot be "included" in the guidance "curriculum".

However, multiculturalism can and should be emphasized in the field of guidance and counselling. Some of the more serious issues are:

- the ability of counsellors to adequately counsel students of other cultures with respect to personal and social concerns;
- the problems connected with planning students' academic programs (eg. streaming);
- the problems of career choice, planning and preparation;
- how to deal with racism in schools.

To deal with these concerns adequately would require a substantial effort in terms of counsellor training, inservice, community relations and might even argue for a different approach to counselling in schools (eg. use of paraprofessionals, volunteers, affirmative action within counselling services, etc.)

## Multiculturalism and Heritage Languages

I. The Multicultural Component in the Present Heritage Language Curricula

The teaching of ethnic heritage languages can be very helpful in informing students of their own cultural and racial background and thus help them to appreciate their own background. Students of other linguistic backgrounds will learn to understand the other members of their classes or neighbourhood.

Based on this type of reasoning all language curricula have special sections on culture, usages and customs of the ethnic group speaking the language in question.

Many schools conduct special programs for the purpose of informing their students about the culture of the ethnic communities making up the student body of the school.

All language curricula are designed in such a way that culture and social studies will be taught incidentally throughout the course of the year.

II. Enhancing the Multicultural Component

Multiculturalism must be part of the overall school program so that all students of the school community would become familiar with the culture and racial characteristics of other ethnic groups. This would eliminate racial biases, founded on misinformation and lack of information.

The multicultural component could be enhanced by widening the teaching of other languages to as many students as possible. Providing more information to teachers also would assist in the enhancement of multiculturalism in our curriculum.

Students in our schools should have an easy access to information on other ethnic groups through our libraries and through our film services.

Of great help in teaching multiculturalism in our schools would be:

a. student exchanges.

b. teacher exchanges.

c. creating a positive environment in our schools as it relates to the languages taught in a given school.

d. putting more emphasis on the teaching of languages. Administrators and teachers alike should stress the teaching of second languages.

e. teachers should make a definite attempt to integrate the teaching of other cultures into the language program.

f. meetings of parents can provide information on the respective ethnic groups. This kind of input should not be overlooked.

## Multiculturalism and English as a Second Language (ESL) Programs K-12

### Goals and Objectives

The overall goal of ESL programs is to facilitate the social and academic integration of "newcomers" with limited skills in English into the mainstream of the school.

The schools are encouraged to provide assistance to "newcomers" by focusing on the following areas:

1. Formal and informal language learning experiences that will give immigrant students an opportunity to:
   - hear and understand concepts in a new language
   - use English for oral communication and learning
   - read and write to a level appropriate to their stage of oral language development.

2. A positive identity for immigrant students' native language and culture in the classroom by:
   - including materials in the classroom that reflect the cultural heritage of the students in the school community
   - avoiding stereotyping but not avoiding the students' cultural background
   - demonstrating in the teaching process a general knowledge of the cultural background of the students.

3. An orientation for immigrant students and parents about:

   . methods of instruction
   . discipline
   . home reporting
   . school organization, customs and holidays
   . language development programs
   . expectations of all concerned.

4. Broad in-school support for immigrant students' needs for language learning experiences by:

   . involving students in all aspects of school life
   . assisting in establishing wholesome social relationships
   . setting realistic academic objectives while students are involved in intensive language learning
   . developing a strong positive presence for multiculturalism in the school community as a whole
   . careful monitoring of students' progress.

5. Opportunities for immigrant students to integrate into regular class subjects appropriate for their age by:

   . integrating language learning with subject area content
   . modifying assignments to reflect students' ability to read and write
   . providing transitional programs for students who have difficulties with "culture bound" subjects such as Literature and Social Studies and who have insufficient skills in subjects such as Maths and Science.

Financial Support

To help schools achieve these objectives, the Department of Education provides divisions with financial support based on the number of immigrant students requiring special assistance. In October of each year, school divisions provide the Department with lists of immigrant students who are receiving ESL assistance in their schools. Immigrant students are defined as students:

(a) whose status in Canada is that of a "refugee" or "landed immigrant". (This information is available from immigration documents in the possession of a student, his/her parent(s) or guardian(s).);

(b) who are unable to receive meaningful regular classroom instruction because they have limited proficiency in English;

(c) who have been receiving instruction in English in Canada for two years or less at the elementary level, or three years or less at the secondary level; and

(d) who are of school age permitting entry into grades K-12.

In 1983, schools listed 1700 students and the Department provided 1.0 million dollars towards immigrant student support.

## Liaison with Schools and Community

From 1980-83, an ESL Advisory Committee functioned as an advisory and coordinating committee for all ESL program activities in the province. In 1983, the committee was reorganized into adult and public school liaison committees. The Department contact people for information about the English Language Development Liaison Committee (K-12) are Abe Peters (944-6882) and Jim Frey (944-8161).

## Program Support

The Department of Education provides school divisions with curriculum support materials at the elementary and secondary level. Inservices are offered on how to achieve the goals and objectives of an ESL program with special attention given to placement of students, home reporting, orientation of students and parents, assessment of students, human and material resources, and general ESL methodology and techniques.

A priority area is the transition of ESL students from ESL to regular class instruction. To help with integration of students into regular high school courses, the Department has just completed guidelines for credit courses designed to prepare students academically and linguistically for entry into regular 100 or 101 programs.

## Multiculturalism and Physical Education

Present Curriculum:

The present physical education curriculum focuses on the many games, dances and other activities throughout the K-12 curriculum and support materials.

Enhancing the Multicultural Component:

The multicultural component of the curriculum may be enhanced by the development of specific print or non-print materials that would embrace multiculturalism through games, dance and sports.

## Multiculturalism and the Occupational Entrance Course (OEC)

**The Present Curriculum:**

a) **The cultural mosaic in Canada is dealt with to some extent in the Junior High O.E.C. Social Studies Guide. In the first draft of the revised guide the cultural mosaic in Manitoba was a major theme and was to be followed up by multiculturalism at the national level, but these guides fell by the wayside.**

b) **Multiculturalism is not identified as a specific topic in the O.E.C. Language Arts Program, although it could be dealt with to some extent under the themes of personal development/interpersonal relationships/ values which are an integral part of the program.**

Enhancing the Multicultural Component:

Due to the fact that OEC is directly linked to the standard curriculum subject areas, the manner in which the multicultural component may be enhanced would apply.

See Language Arts, Social Studies, etc.

## Multiculturalism and the Science Curriculum

Present Curriculum:

The present K-12 science curriculum treats multiculturalism sparsely. Some of the textbooks try to reflect the diverse ethnocultural society by including pictures of a few boys or girls of various racial backgrounds. Beyond this, little is relevant to multiculturalism.

Enhancing the Multicultural Component:

The multicultural component of the curriculum could be enhanced by:

a) introducing scientists to students from various countries by the development of a third level document;

b) invite representatives from the science community into the classroom to discuss their countries' contribution to science;

c) produce science materials in the target language, i.e., Energy Kit for primary grades.

In developing the materials for the science class, the objectives of the science curriculum guide would have to be closely adhered to by the individuals developing the materials.

## HOME ECONOMICS AND MULTICULTURALISM

The existing Home Economics 7-12 curricula deals wit h a variety of multicultural and interracial material. The present high school documents include objectives, content and strategies to enhance multicultural appreciation. The sample pages from the 301 curriculum indicate the approach taken.

The junior high (1982) document does not feature many topics in this area. Teachers may require more support and encouragement to include multicultural content at the junior high level.

The high school documents are presently in the revision stage and more multicultural content should be present in all areas: Clothing and Textiles, Foods and Nutrition, Housing, Child Development, Family Studies. Home Economics is an excellent discipline for enhancing cultural awareness and appreciation.

The professional development of teachers is a very important area. The STEP student assigned to the Home Economics consultant for 1984 will be working on research in the multicultural area with an intent to enhance teacher awareness. A booklet is being planned that would provide teachers with background information.

1.0 MAJOR CONCEPT: CANADIAN MOSAIC
MAJOR OBJECTIVE: To identify influences in the development of our Canadian food practices.

| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| 1.1 Contributing Cultural Food Patterns | *Canadian Foodways are evolving from the contributions of the food patterns of many cultures.* | | |
| 1.11 Ethnic Groups | *Canadian immigrants have come from all areas of the world.* | To identify various Canadian communities which were settled by specific ethnic groups. | Use a map of Canada and/or Manitoba, to locate ethnic settlements and explain why they developed.<br>Read: The Canadian Family Tree to determine reasons for specific immigrant settlement in various parts of Canada. |
| 1.12 Cultural Contribution | *Ethnic groups have contributed a variety of meal patterns, food resources and food products, ceremonies, traditions and religions to our Canadian culture.* | To compare the contributions of various cultures. | Individually or in groups, research and present cultural contributions in the areas of:<br>food resources;<br>religious aspects;<br>festivals and ceremonies;<br>meal patterns;<br>for a chosen country or group. |
| 1.2 Canadian Heritage | *The specifically Canadian contribution to our foodways is related to economic, social and geographic regional variations.* | | |

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| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| 1.21 Pioneer Foods | *The innovative techniques of the early pioneers produced foods that were more than just nutrients for the body - but had special significance in the lives of the people as well.* | To determine the significance of food in the life of the pioneer. | Review Centennial Food Guide. Discuss pioneer foods in terms of hospitality, medical use, economic exchange and sustenance. |
| | | To produce samples of pioneer foods. | LAB EXPERIENCE: Plan and prepare samples of pioneer foods (bannock, soups, breads, sourdough, game, taffy, beans, wild foods...) |
| 1.22 Regional Foods | *The natural resources, economic conditions, topography and climate of the various regions in Canada have resulted in foods that are regional specialties.*<br>• Maritimes<br>• Quebec<br>• Ontario<br>• Prairies<br>• British Columbia<br>• North West Territories and Yukon | To research and discuss regional festivals and folklore concerning food. | Invite speakers to describe regional festivals and display typical foods. |
| | | To produce samples of regional specialties from regions across Canada. | Read about regional dishes in The Canadian Cookbook.<br>LAB EXPERIENCE: Prepare regional specialties:<br>Maritimes - sea foods<br>- baked beans and steamed brown bread<br>- molasses<br>- fiddlehead greens<br>- dulce<br>Quebec - maple syrup<br>- ragout<br>- pea soup<br>Ontario - northern area wild rice<br>- blueberries<br>- lake trout<br>- fruits-peach cobbler |

1.0 MAJOR CONCEPT: HUMAN NEEDS FOR FABRICS
MAJOR OBJECTIVE: To recognize that clothing and all textile goods emanate from the culture and reflect the political, economic and social values of the times.

| Sub-Concept | | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|---|
| 1.1 | Influence of Needs and Environment | *Throughout history, individuals have used fabrics for protection, self-expression, status and ceremonies; for interiors, recreation and industry.* | | |
| 1.11 | Clothing Behavior | *Social and economic conditions of a culture are reflected in the clothing behavior of its members.*<br>. Protection<br>. Modesty<br>. Personal Adornment<br>. Physical and Social Environment | To illustrate the influence of social, economic and religious conventions on individual and group use of fabrics.<br><br>To explain how clothing behavior reflects group needs and environment. | View filmstrip: "Textile Art From Tapestries to Jeans."<br>Display or project pictures of people from various cultures and times in history.<br><br>Wear an article of clothing, unusual for you, to another class. Record and share comments and reactions of others and your own feelings.<br><br>Discuss above reaction in relation to student impressions, needs met, today's clothing behavior and readings in Clothing: A Comprehensive Study, Chapter 1. |
| 1.12 | Household Fabrics | *The choice of fabrics in furnishing a home provides an environment for meeting individual and family needs.*<br>. Linens<br>. Upholstered Furniture<br>. Draperies<br>. Carpeting<br>. Accessories | To identify the functions of the variety of fabrics in the home.<br><br>To choose appropriate fabrics for household items. | View illustrations of interiors and identify functions of fabrics used.<br><br>Research the characteristics required of textiles for specific household purposes. Include aesthetics, cost and performance. |

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| Sub-Concept | | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|---|
| 1.13 | Textiles in Medicine, Recreation and Industry | *New processes and products in textile development and in science emerge to meet existing needs and current trends.* | To identify new uses for textiles in medicine, recreation and industry. | Look at recent fabric developments and discuss why these fabrics are suitable for the end use: (polyester arteries, silk for surgical stitches, frost line fabrics, strings on tennis rackets, fibre skis, inflatable buildings, non-static carpets...) |
| 1.2 | Sociological and Psychological Aspects | *The study of other cultures past and present gives greater insight into human needs for fabric and fashion.* | | |
| 1.21 | Ancient Crafts and Modern Adaptations | *The curiosity and inventiveness of people have made a significant contribution to present day progress in textile and fabric technology.* | To explain the origins of a craft as it relates to techniques used today. | View filmstrips: Traditional Handicrafts Today. Research the origins of a craft. Suggest its application for contemporary use. |
| | | | To research materials and colors used in ancient and culture-related crafts. | Experiment with dyes (natural and man-made) and the effect on a variety of fabrics. |
| | | | To practise the use of a specific technique. | Invite a member of the Manitoba Crafts Guild, a parent or a community person to demonstrate a craft. Practise simple techniques. |
| 1.22 | Historical Costume | *Periods throughout time have influenced the evolution of modern dress.* | To analyze how costumes worn from ancient times to the 20th century reflect the times in which they were worn. | View filmstrip: Historical Highlights and Contemporary Clothes. Describe clothing fashions and fabrics, which were typical of a period in history. |
| | | | | Comment on the music, architecture, literature and prominent personalities of the period. |

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| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| | · Self-Actualization Needs<br>- aesthetic needs<br>- creative needs<br>- need to do what one can do best<br>· Peak Experience | | Cross reference with Section IV, Housing: 201, concept 2.13. |
| 2.12 The Home as an Ecosystem | *People and the environment in which they live, work and play form an ecosystem. The way we design and build these human environments is going to affect how well we live in them.*<br>· Privacy<br>· A Social Environment<br>· A Continuity of Heritage<br>· Safe Environments<br>- sufficient sanitation<br>- temperature and humidity control<br>- necessary ventilation<br>- freedom from potential hazards<br>- sound control<br>- light control<br>- protection from enemies<br>- adequate rest<br>· Nature's Role<br>- calming effect<br>- humanizing effect<br>- aesthetic effect | To conclude that all people need privacy, but the kind and amount is not the same for all.<br><br>To analyze the relationship between the housing situation and the communication and socialization that results within specific dwellings and the community. | Complete activity "Hide-Out" in Your Space and Mine to identify individual needs for privacy.<br><br>Participate in activity 4 in "Have You Noticed Your Environments Lately?" See People Places: 301 Curriculum, page 63.<br><br>Discuss concepts from book: Community and Privacy: Toward a New Architecture of Humanism.<br><br>View film: In a Box, and listen to record "Little Boxes". Draw conclusions about the ways people gain privacy.<br><br>Using a map of the neighborhood or town, locate the facilities that promote interpersonal communications and socialization for members of the community.<br><br>Read excerpts from Human Environments - Do They Influence People? Determine the relationship between housing situations and the socialization of members of a community. |

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| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| 2.2 Changing Needs and Values Related to Housing | *A person's life situation is made up of a combination of circumstances which collectively influence his housing needs.* | | |
| 2.21 Family Life Cycle | *Families have a fairly predictable sequence of development.*<br>· Establishment Stage<br>· Expanding Family Stage<br>· Crowded Years<br>· Teenage Stage<br>· Launching Stage<br>· Middle Years<br>· Aging | To recognize stages of life through which all people proceed and the relationship of these stages to housing needs. | Interview an older couple or your own family and discuss: where they lived when first married; family years; feelings at launching stage; where they live now; where they project they might live; and where they would live if they could have altered their life.<br><br>Complete the activity "Family Life Cycle." Determine the needs and values of the family at a specific stage of the life cycle. See People Places: 301 Curriculum, page 75.<br><br>View current television programs and describe the family situation that influences housing choices. |
| 2.22 Other Types of Life Cycles | *Other individuals have other types of life cycles depending upon their life situation.*<br>· Living on Your Own<br>· Single, Never Married<br>· Divorced, Living Alone<br>· Unwed Mother Rearing A Child<br>· Single Parent With Adopted Child<br>· Widow or Widower<br>· Divorced, With Children<br>· Remarried, With Children<br>· Remarried Individual | To distinguish the changes in housing requirements as related to an individual's life situation. | View film: Your First Home Away from Home. Enact simulations regarding a choice of your first home away from home.<br><br>Complete the activity "The Family House". Discuss how each generation has to re-invent the family house. See People Places: 301 Curriculum, page 76. |

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| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| 2.23 Modifications in Life Situations | *Modifications in life situations which affect the physical, emotional and social well being of family members, may also influence housing needs.*<br><br>. Accidents or Illness of a Family Member<br>. Physically or Mentally Limited Family Members<br>. Additional Members Added to Basic Unit<br>. Unexpected Reduction of Income<br>. Loss of Family Member | To recognize modifications in life situations which influence housing needs. | View film: Its Your Move.<br><br>To develop a sensitivity, practise specific tasks while simulating physical handicaps such as a broken arm, leg paralysis, limited vision, hearing loss.<br><br>Observe settings which have been modified to accommodate physical infirmities.<br><br>Invite a speaker, from the Human Rights Commission to discuss laws considering individual rights. |
| 2.24 Evolving Family Life Style | *When living patterns and expressions of values are considered, a satisfactory modification of environment is likely to be achieved.*<br><br>. Privacy<br>. Beauty<br>. Self-Expression<br>. Status<br>. Cleanliness | To analyze ways people express their values through housing and personal living patterns. | Examine cultural variations in housing(Danish homes, Mexican homes, Canadian homes ...).<br><br>Participate in minute dramas as outlined in "Devices and Reading Lists for Teaching Housing". See People Places: 301 Curriculum, page 80. |

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| Sub-Concept | Generalization and Content | Student Objectives | Learning Experiences |
|---|---|---|---|
| | | | Read: "Does Housing Affect Family Relationships?" Generalize about the effects of housing on individuals. See People Places: 301 Curriculum, page 66. |
| | | To find ways cultural and family identity may be fostered by the use of household space to display items representing continuity with the past. | Take stock of your home: Identify items in your home that are a link with the past and tell why these items are important to you. Discuss how mobility has changed our "carry alongs". If you had to move tomorrow with limited entourage, list five items from your home that you would choose first. Explain why. |
| | | To analyze how health and safety are met through housing. | Complete "Safety in the Home" activities. List ways you could people-proof your home. See People Places: 301 Curriculum, page 73. |
| | | To describe ways in which nature can be used to enhance and enrich indoor and outdoor environments. | Participate in plant sharing club. |
| | | | Nursery sales people coule describe landscaping techniques to class. |
| | | | Plan an interdisciplinary program with biology to grow plants for the class and home. |
| | | | Plan a landscaping or plantscaping project for the exterior or interior of a home. |
| | | | Construct macrame flower pot hangings. |
| | | | Draw a design, then set up a nature corner in your home or class as a cross-age experience in an elementary school (use plants, rocks, wood, shells, fish...) |

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# Section II: Multicultural Content in Canadian School Curricula

This study was designed to determine the extent to which multicultural concerns are evident in the nation's curricula. Contact was made with curriculum departments of all ten provinces and the territories with special reference to the social studies and all responded. Following is a summary of some of the approaches and themes evident in our school systems.

## Alberta

Multicultural themes are evident with respect to all twelve grades in this province featuring the following guidelines:

***Objectives***

Students can and should be able to:

1. acquire characteristics of intellectual independence
2. be sensitive to their human and natural environments
3. be morally mature and have effective participation in community affairs



Extracted from: Special Education: A Multicultural Education Handbook
Multicultural Education Journal, Vol. 2, No. 1, April, 1984

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***Three Objective Type:***

1. Value Objectives - understand and be sensitive to your own and others' values and resolve conflicts of competing values
2. Knowledge Objectives - to gain ideas from the past and present in art, literature and music
3. Skill Objectives - to learn how to effectively inquire about matters and to participate purposefully with other people in democratic action.

***Curriculum Themes***

| | |
|---|---|
| Grade One: | Me As an Individual<br>Me In My Family |
| Grade Two: | Exploring My Own Neighbourhood<br>Canadian Communities Today<br>Neighborhoods Around the World |
| Grade Three: | Independence of Communities in Canada Today<br>Lifestyles of Canadians in Other Times<br>Lifestyles in Culturally Distinctive Communities |
| Grade Four: | Alberta, Past, Present and Future: Our Human Resources<br>Alberta's Links with Canada and the World |
| Grade Five: | Canada: Exploration and Settlement<br>Canada's Nearest Neighbor: The United States |
| Grade Six: | How People in Eastern Societies Meet Their Needs Today |
| Grade Seven: | Defining Culture: An Introduction<br>Case Studies of Non-Industrial Societies<br>Canada: A Multicultural Society |
| Grade Eight: | Canada: Development of a Nation<br>Canada: Development of the Individual and Institutions<br>Nationhood and Citizenship in Asia and Africa |
| Grade Nine: | Industrialization in Canada (Competing Values and Social Issues) |
| Grade Ten: | Human Rights in Canada<br>Canadian Unity<br>Canada and the World |



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Grade Eleven: Patterns of Change: Case Studies from the Past
Global Problems of Population and Resource Distribution

Grade Twelve: Political and Economic Systems
Cooperation and Conflict among States

## British Columbia

***Program Goals***

1. Students should know and understand the factors that have shaped and continue to shape Canada and Canadians

2. Students should know and understand the diverse patterns of human activity in the world

Relevant Themes (Grades One to Seven):

| | |
|---|---|
| Grade One: | Families |
| Grade Two: | Communities |
| Grade Three: | Interaction of Communities |
| Grade Four: | Canada: Its Native People and Explorers |
| Grade Five: | Canada: Past, Present and Future |
| Grade Six: | Canadians and Their World Neighbors |
| Grade Seven: | People and Places |

## Saskatchewan

The Saskatchewan Department of Education's Director of Program Development informed us that many of the curriculum guides for that province's social studies program had not been revised for some time and that this process was now being undertaken. Native studies, however, has been a part of that curriculum for some time.

## Ontario

This province offers a wide range of multicultural themes throughout kindergarten to grade 12 with a special guidebook, Multiculturalism in



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Action, prepared for teachers in the primary and junior divisions. Topics covered in the manual are indicative of multicultural concerns: exploring family roots, the human experience, sharing and communicating.

Similar themes are sketched in guidebooks for higher grades:

*Grades Seven to Ten (Geography)*

Changing cultures and ethnicity are included in studies of North America, the southern continents, Canada, Europe and Asia.

*Grades Seven to Ten (History)*

A portion of the course has to do with Canada's multicultural heritage including this rationale:

1. seeking to enhance students' understanding and appreciation of the roots of Canada's cultural heritage through studies which must include the contributions of the British, the French and Canada's original peoples; and
2. the contributions of various cultural groups to Canada's cultural heritage through a study of the cultural reality of the local community.

*Grades Eleven to Thirteen (Geography)*

A section of the course has a cultural focus wherein the following are studied:

1. The human landscape as evidence of the values, economic and political organization, and technological capabilities of the people who use the area;
2. Race, language and religion as factors in the development of the human landscape;
3. Processes of diffusion and their effects on people and the environments;
4. Cultural identity; and
5. Political activity.

*Grades Eleven to Thirteen (History)*

Relevant Canadian themes include:

1. French Canada
2. Contest for a Continent, 1713-1763
3. British Rule: Conquest or Accommodation
4. The End of the Fur Trade Out of Montreal, 1783-1821
5. Confederation: Political-Economic Union or "Racial Compact"?
6. Second World War: Challenge to Biculturalism

An informative book, available from the Ministry of Education, is Days to Remember, which lists ethnic holidays in Canada.



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## Quebec

Multicultural themes appear to be throughout kindergarten to Grade Twelve curricula.

*Elementary Guide* Ethnic and cultural characteristics of the peoples of Quebec and Canada.

*Secondary School*

1. General geography - elements of human geography;
2. General history - identifying aspects of the continuity, pace and relative nature of change in the world today;
3. Geography of Quebec and of Canada - A la fin de ce module l'eleve devrait comprehendre les principales caracteristiques de la population du Quebec et du Canada; and
4. Historie du Quebec et du Canada - La societe canadienne sous le Regime francais.

## New Brunswick

*Grades Seven to Nine*

Chapter three of the prescribed guide deals with teaching about cultural diversity with reference to the American Indian.

*General Studies 103*

Includes French-English Relations and Canadian-American relations.

*Social Studies 113*

Includes topics such as the family, the Canadian Indian, regional disparities and economic nationalism.

*Social Studies 123*

Includes the study of a variety of nations:

1. Peoples Republic of China
2. The Middle East crisis
3. The United States and the Americas
4. Continuing crisis in South East Asia
5. Africa: a troubled continent
6. The Indian sub-continent
7. The U.S.S.R. and world communism
8. The population explosion
9. A divided Germany



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## Nova Scotia

Social studies for the elementary grades in Nova Scotia reveal a number of potentially rich topics for considering multicultural themes:

1. families
2. communities
3. Canadian communities
4. People and their changing environment
5. Canada and the world's people
6. Nova Scotia and Atlantic Canada

## Prince Edward Island

The sixth year of elementary education has three very relevant topics:

***Native Peoples of Atlantic Canada***

1. social and cultural history orientation
2. follows chronology of history of area
3. major emphasis on Micmacs, but could be extended to include Malecite and Beothuck and Naskapi
4. gives more emphasis to Native society before Europeans
5. research and interviewing skills are stressed
6. emphasis is placed on contemporary situation of Natives

***The Acadians***

1. social and cultural history orientation, contemporary situation of Natives
2. follows chronology of history of area
3. more emphasis given to contemporary Acadian history and culture
4. exploration of New World is introduced
5. relates to a number of thematic maps and skills in Macmillan Atlas
6. settlement and conflict are major themes

***Cultural Growth of Atlantic Canada (1763 to present)***

1. deals with social and cultural themes
2. major political events are not treated in detail, e.g. confederation, land question, government
3. attempts to reflect multicultural aspect of P.E.I.
4. settlement, pioneer life, spirit of co-operation are stressed
5. more emphasis given to contemporary settlers
6. research skills are emphasized



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## Newfoundland and Labrador

Relevant topics in the elementary grades include:

| | |
|---|---|
| Grade Three: | meeting the needs of communities |
| Grade Four: | communities in Canada and the world |
| Grade Five: | our province, Newfoundland and Labrador |
| Grade Six: | our country, Canada |
| Junior High: | 1. North America and Its Neighbors<br>2. World Cultures<br>3. Our Canadian Heritage |
| Senior High: | Newfoundland Culture, Canadian Issues, World Geography, Newfoundland Geography, World History and World Problems. |

## Northwest Territories

The statement of rationale for the Social Studies program includes this concept: "If Social Studies deals with the whole child, how can one overall Social Studies program satisfy the needs of children in a multicultural, multilingual society, such as that in the Northwest Territories? Children come to school with a wide variety of experiences, backgrounds and languages. How can schools accommodate this diversity and use it as a strength on which to build? The answer lies in the Department of Education's commitment to a multicultural, multilingual approach to program development and implementation.

In a multicultural setting, the world of the student - his language, experience, learning style, as well as the values of his community - must be recognized, incorporated and respected by the aims, content and values of the curriculum. The student comes to understand and respect his own cultural background. He is not forced to adopt the attitudes of other groups, but learns what these attitudes are and learns to respect them.

He is not presented with only one dominant cultural perspective, but sees his own cultural and linguistic background and learns that they have equal worth with other backgrounds."

The resultant curriculum reflects this concern.
Curriculum content for Territories' students is the same as that for Alberta in Grades Ten to Twelve.



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## Yukon

Curriculum is that of the Province of British Columbia while special needs are pursued by the following agencies:

Cross cultural co-ordinator's program
Adult education and training
Yukon Indian cultural education society
Yukon Native languages project
Curriculum Development Program

The Curriculum Development Program is one of several programs within the Indian Education Department of the Council for Yukon Indians. It was started in April 1977 as a means of encouraging the inclusion of Native history and culture in the school curriculum.

*Objectives*

1. To develop learning materials which accurately reflect the culture and values of the Indian people of the Yukon communities, and which can be used in conjunction with the present school curriculum.
2. To evaluate Native-content materials produced in other areas of North America, with a view to its relevancy to Yukon children.
3. To inform teachers of these suitable materials and encourage their use of them.
4. To involve the communities of the Yukon in the process of developing local curriculum.
5. To conduct workshops on Native culture and interests with students or teachers, when requested by the schools.
6. To facilitate the involvement of Elders as teaching resource people in the school,
7. To assist the YTG Department of Education in recognizing the educational needs of Athapaskan/Tlingit children in Yukon schools.
8. To assist the YTG Department of Education and the Yukon Teachers Association in the planning of an annual Teacher Orientation for new teachers to the Yukon.
9. To honor high school graduates of Athapaskan/Tlingit ancestry in the tradition of Yukon Native culture.